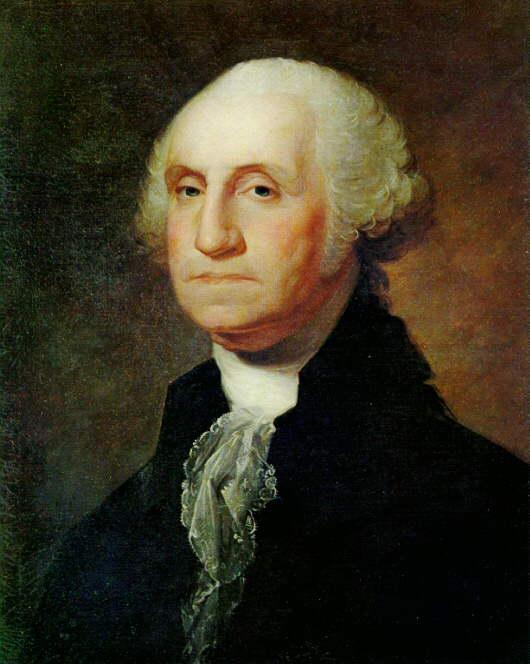
Jennifer Urbon

Education 420

Spring 2010

Presidential Webquest

George Washington



Introduction: 

Welcome to President George Washington’s webquest! This page was designed to allow you access to a great deal of information about George Washington in one central location. The facts being provided about George Washington is information that many people are unfamiliar with. George Washington was the first President of the United States of America, therefore, that is what so many people know about him. But Mr. Washington was much more! He was a son, a husband, and loving stepfather. Your journey through this webquest will take you to many different places in George Washington’s life!

Task: 

Your mission today is to prove to the class that George Washington was more than just the first President of the United States of America. You are going to take on the role of a newspaper reporter and create a front page news article. Your article is going to be the first thing readers see when they reach for their paper, therefore, you must be creative! You need to find the “true man” behind the President.

Things to remember: [See full size image](http://www.hasslefreeclipart.com/clipart_school/notebook_100.jpg)

* Create a title for your article (something that will catch readers attention!)
* Remember to take on the role of a reporter (you can use your opinion).
* You must incorporate 8 items you learned about George Washington:

C:\Users\Jenn\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\JCFPR83D\MC900338158[1].wmf Some examples:

* + When was he born?
  + Where did he live? Did he like living there? How do you know?
  + What do you think about George Washington and the cherry tree incident?
  + Who was the woman who stood by his side?
    - What did she bring with her into their marriage (children)?

Resources: C:\Users\Jenn\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\JCFPR83D\MC900290494[1].wmf

<http://www.whitehouse.gov/about/presidents/georgewashington>

<http://www.americaslibrary.gov/aa/wash/aa_wash_subj.html#more>

<http://sc94.ameslab.gov/TOUR/gwash.html>

<http://www.apples4theteacher.com/holidays/presidents-day/george-washington/facts.html>

Process: 

Step 1: Explore the four website provided and take notes.

Step 2: Evaluate your notes and choose 6 different pieces of information that you found interesting about George Washington.

Step 3: Create an outline for your newspaper article. Be sure to include an introduction, a smooth flowing body, and a conclusion.

Step 4: Type out your article in the appropriate format.

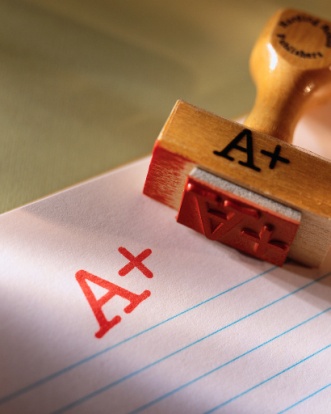
Step 5: Choose a fitting picture to correlate with your article. (You may search the websites for one).

Step 6: Present your article to the class.

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Conclusion:

After all research is completed by the students, they will have a greater understanding of George Washington and his many accomplishments throughout his life. This lesson should help students appreciate the contributions George Washington has made to our country.

Evaluation: 

|  |  |
| --- | --- |
| |  | | --- | | **Newspaper : Who Was the Real George Washington?**  Teacher Name: **Ms. Urbon**    Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CATEGORY | **4** | **3** | **2** | **1** |
| **Knowledge Gained** | All students in the group can accurately answer all questions related to a) stories in the newspaper and b) technical processes used to create the newspaper. | All students in the group can accurately answer most questions related to a) stories in the newspaper and b) technical processes used to create the newspaper. | Most students in the group can accurately answer most questions related to a) stories in the newspaper and b) technical processes used to create the newspaper. | Several students in the group appear to have little knowledge about the facts and the technical processes used for the newspaper. |
| **Articles - Interest** | The articles contain facts, figures, and/or word choices that make the articles exceptionally interesting to readers. | The articles contain facts, figures, and/or word choices that make the articles interesting to readers. | The article contains some facts or figures but is marginally interesting to read. | The article does not contain facts or figures that might make it interesting to read. |
| **Requirements** | All of the required content was present. | Almost all the required content was present. | At least 75% of the required content was present. | Less than 75% of the required content was present. |
| **Spelling and Proofreading** | No spelling or grammar errors remain after one or more people (in addition to the typist) read and correct the newspaper. | No more than a couple of spelling or grammar errors remain after one or more people (in addition to the typist) read and correct the newspaper. | No more than 3 spelling or grammar errors remain after one or more people (in addition to the typist) read and correct the newspaper. | Several spelling or grammar errors remain in the final copy of the newspaper. |